Lillian Crespo

Professor O’Connor-Petruso

Wiki Assignment #1

Seminar in Applied Theory and Research 1

CBSE 7201T

Fall 2012

**Action research:** Action research addresses an everyday problem in a school. It is a study that is looking for ways to improve instruction and increase student achievement. It also helps teachers/educators do something to change instruction that will make an impact on our students. It’s an in depth look at how we can improve something, through a reflective process (identifying a problem), the use of research (gathering data), inquiry (interpreting data), discussion, and intervention.

**The Problem:** The problem I face in my school is the lack of support I receive for my ELL’s. This coming school year will be my second year working with ELL’s, and the previous year the ESOL teacher would us the Pull Out method when working with my group. There are many other method this teacher could explore and yet the only one he choose to use was to pull them out of the class during instructional time, waste time walking around the building collecting other students, taking them to his environment to work with them on skills that were relevant to the NYSLATS test rather than their ILP (individual Lesson Plan) created by the class room teacher.

**Researchable:** Yes, ESOL methodologies have been debatable for some time now, thus creating buzz about the issue; many researchers question with method is better, the push-in or pull-out, transitional or self contained? There are many educational papers, as well as research done on this topic, from the perspective of the classroom teacher, the researcher, as well as the ESOL teacher. The topics range from structure, process, assessment, and method. There have been many books written on the subject as well. **Educating English Language Learners: A Synthesis of Research Evidence** by Fred Genesee Paperback March 2006

**Prior Research:**

1. **Pushing Back Against Push-In: ESOL Teacher Resistance and the Complexities of Co-teaching** by Greg McClure and Melisa Cahnmann-Taylor University of Georgia TESOL Journal 1.1 March 2010

This article poses the question of rather than using the method of the pulling-out, try co-teaching. It tries to examine the pitfalls of co-teaching and why it might be an approach that should be utilized more in school settings. The complexity of co-teaching is the relationship or dynamic between these two teachers and how well they can work together. I like this article because it is one of the two methods that I would like to further research, as well as incorporate it in my intervention.

1. **Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4** by Sylvia Linan-Thompson and Sharon Vaughn

This article brings methods that will effectively guide teachers in helping to improve their practices when working with ELL’s. It is a more in depth look into teaching literacy with lesson plans and skills, background information. This article is also talks about how to make adjustments and assessments. This is a great way to share information with the ESOL teachers when they prefer to use the pull-out method.

**What are the Pro’s and Cons:**

The Con’s I found in thinking about what methods work best for ELL’s is collaborating with the ESOL teachers. Due to funding not only will resources be limited but time will be effected and planning will be an issue, as well as the amount of children that need services will need to be prioritized. The first article I mentioned, *Pushing Back*, is a way to show why the ESOL teacher needs to be able to pull-out the students. He or she feels their environment is more equipped to teaching these students, they feel students are able to work successfully in this environment rather than the classroom because they won’t feel unconfident, or anxious about other children watching them get help with instruction by using lower leveled material. This article says that isolating ELL students is not beneficial to the student. I feel ELL’s thrive in inclusion classes because they can interact with English speaking children, and they can receive direct instruction. This article says that ESOL and classroom teachers can use co-teaching as one of the methods, they can also plan together so that instruction is seamless. For example, if ELL’s are learning the components of non-fiction and the ESOL instructor does not have knowledge of this, then there’s a huge disconnect in learning, thus causing confusion for the student.

The Pro’s of collaborating with teachers outside of the classroom are many. If planning occurs, both teachers will be able to provide meaningful instruction to students. If co-teaching is looked at as an option, then multiple methods can be utilized as well. For example if students need to learn how to sound out a word to read , then one teacher can demonstrate one strategy (such as stretch and slide), while the other can demonstrate another (such as segmenting). Another pro to collaborating is developing a literacy program that incorporates fundamental strategies that show a process of instruction that not only gives instruction but can show growth and can be sustained within the school.

Instructional Strategies:

ESL Program Models With a rationale for Big Goals

* Pull-out ESL is a program model that allows ESL students to sit most of the day in general education classrooms. ESL students are taken out of their classes for one or two periods a day to receive ESL instruction in smaller class sizes with students of similar proficiency levels.
* Push-in ESL- Four Models: Push-in ESL is a program built off the idea that pulling students out of their classrooms is an inefficient use of time and can prevent students from fully integrating into the classroom

1. Team-Teaching
2. Small-Group Instruction
3. One-on-One Instruction
4. ELL Specialist/ Assistant

* Push-in/Pull-Out Fusion:ESL teachers sometimes find that their school is transitioning between models or would like to experiment with program models. These teachers may be asked to teach some push-in and some pull-out. If this situation occurs it is important to first make certain that the ESL students are receiving their minimum **mandated time** (360 min/week for Beginners and Intermediates, 180min/week for Advanced)
* Self-Contained Elementary: Self-contained elementary is similar to any elementary classroom in that the teacher must cover all subject areas. The difference is that ESL teachers must also address the varied proficiency levels of the students.

**Current Instructional Strategies:**

Pull-out ESL is a program model that allows ESL students to sit most of the day in general education classrooms. ESL students are taken out of their classes for one or two periods a day to receive ESL instruction in smaller class sizes with students of similar proficiency levels. Ideally, the ESL teacher aligns his or her teaching to the ELA calendar so the students are receiving scaffolded instruction that will enable them to perform successfully in the general education classroom. ESL teachers should also incorporate intensive vocabulary and grammar instruction to enable them access to academic content. Two of the disadvantages are that pulling students out and walking them to a new room can waste instructional time and that students will miss class work while they are gone. It is extremely important for the ESL teacher to work closely with classroom teachers to ensure that the students are not being graded down for missed work. See **Collaborating with Classroom Teachers** for more information about investing fellow teachers in the ESL program.

The main difference between Elementary and Secondary Pull-Out programs is that scheduling groups of students who are at a similar grade level or proficiency level is extremely difficult at the elementary level. ESL teachers will often create grade level groups in lieu of proficiency groups, which necessitates differentiated instruction. If possible, it is best to teach a beginners only class. Intermediate and advanced students often work well together, but intermediate students receive twice as much mandated time. At the secondary level the most common problem is that school schedules can make it difficult to avoid taking students out of math or science courses. If possible, ESL should only occur during ELA periods. See the section entitled Scheduling Pull-Out ESL for ideas about how to do this.

Practitioners/Theorists? Name at least two sources

* Dr. Sylvia Linan-Thompson
* Prof. Sharon Vaughn

My Proposed Intervention (Independent Variable). Once source

My proposed intervention will be to implement an ILP for each of my ELL students based on assessment. I will plan out weekly lesson plans that will incorporate strategies and skills for each student depending upon their level of language (Language Acquisition) and their tier. I will provide direct instruction plans and resources and make copies for their ESOL teacher. Also indicate when it will be beneficial for the ESOL instructor to join our class for co or team-teaching instruction.

I will conduct small group instruction for these students and main stream them in all other subject areas (math, science, social studies, art). I will conduct periodic assessments that measure their success rate of skills taught. And provide this information to the ESOL teacher.

How will you define (construct) and measure your intervention? (Dependent Variable)

I will carefully evaluate the results of their assessments and make adequate adjustments to their instruction either through the material I will use or method, or both. I will continue to integrate differentiated instruction such as technology, listening centers, and interactive program that provide practice of skills and strategies needed.

Works citied:

1. **Pushing Back Against Push-In: ESOL Teacher Resistance and the Complexities of Co-teaching** by Greg McClure and Melisa Cahnmann-Taylor University of Georgia TESOL Journal 1.1 March 2010
2. **Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4** by Sylvia Linan-Thompson and Sharon Vaughn ACSD 2010